Original Article

Teacher Professional Development and Teacher Preparedness in Government-Aided Primary Schools in Sheema Municipality, Sheema District

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The study was done to establish the relationship between teacher professional development and teacher preparedness in government-aided primary schools in Sheema Municipality. The objectives of the study were to establish the levels of teacher professional development in government-aided primary schools in Sheema Municipality, to establish the level of teacher preparedness in government-aided primary schools in Sheema Municipality and to establish the relationship between teacher professional development and teacher preparedness in government-aided primary schools in Sheema Municipality. The researcher used a descriptive survey design. The study population included head teachers, teachers, Senior Education Officer and Municipal Inspector of Schools. The sample size was 228 respondents. The research methods were interviews and observation while the research instruments was interview guide and documentary review. Qualitative data from the field was edited to eliminate errors made by respondents while Quantitative data was analyzed using Spearman's rho correlation coefficient (r) to establish the relationship between variables. The findings revealed teachers' engagement in professional development activities revealed a generally moderate level of participation with a mean of 3.49, across various indicators. The assessment of teacher preparedness based on the reviewed criteria revealed that teachers were generally effective in utilizing instructional materials for their regular use, organization, and accuracy. With a mean score of 3.41 that reflected a moderate level of preparedness. Recommendations were tailored to address the identified gaps in professional development and teacher preparedness. Establish mentorship programs, promote reflective practices among teachers, schools should update pre-service education curricula, offer targeted training, provide incentives for ongoing learning, and foster supportive school environments.

INTRODUCTION

Learning, including Participation in teacher professional development is an integral part of life (Hilel, 2023). It is a key to growth and development, and hence requires the need for both pupils and teachers to be committed to the process. Domains of learning initially developed between 1956 and 1972, the domains of learning have received considerable contributions from researchers and experts in the field of education to measure learning outcomes, particularly competences (Bell, Tannenbaum, Ford, Noe, & Kraiger, 2017). Studies cognitive, affective and psychomotor have been encompassed into the three domains of learning (Kabir, Abdullah, Tooheen, & Hasan, 2023).

Moreover, Mwalimu Julius Nyerere reported that there was no education system better than the quality of its teachers (Otunnu, 2015). Yet quality education relies on teacher preparedness (Chakravartya & Shindeb, 2023; Kaendler, Wiedmann, Rummel, & Spada, 2015). Globally, there was declining status of teachers is also putting increased pressure on the profession, making it even more difficult to attract new teachers (Dai, 2023). By 2015, a total of 10.3 million additional teachers were needed worldwide if the 1.9 million new teachers required to achieve universal primary education were added to the 8.4 million were needed to replace the departing teachers (Wils, 2015). In Sub-Saharan Africa (SSA) alone, there was a need another 1.2 million teachers in the classroom (Bennell, 2023).

However, historically the problem has not been just low numbers of teacher but insufficient training and poor teacher morale (Du Plessis & Mestry, 2019). All over the world, enrolment expansion at primary level continues to occur by recruiting large numbers of partially trained or even untrained teachers (Annan, 2020). Many trained teachers leave the profession because of low salaries and unfavourable conditions, such as large class size, lack of housing and even food security, and lack of safety in schools, especially for women teachers (Evans & Yuan, 2018). Developing countries, including Ugandan context continue to face a similar problem of having to recruit, train and retrain large numbers of teachers after the existing ones retire, yet with limited competes (Edge et al., 2017).

Statement of the Problem

Teachers are expected to possess a deep understanding of subject matter, pedagogical content knowledge, classroom management expertise, the ability to differentiate instruction to meet diverse pupil needs and strong communication skills (MoES, 2017). However, teachers have been assessed with disorganized lesson plans, leading to a lack of structure and direction in the classroom and lead to inaccurate or incomplete information, which can hinder pupils' understanding and learning (Kiva et al., 2022).

Although the Ugandan government and administrators have made concerted efforts to improve teacher preparation for primary school lessons, they have achieved this by implementing teacher training programs, including the national teacher policy. This policy delineates professional development opportunities and sets standards for educators, thus facilitating a more effective pre-

lesson preparation process (Ministry of Education and Sports, 2017). Additionally, the government has worked to improve access to teaching resources and technology, aiming to equip teachers with the necessary tools for effective lesson planning and delivery (UBOS, 2017). Teacher Preparedness has remained low in government-aided primary schools where teachers are cited without detailed schemes, poor orderly lesson plans and assessment records (SEO, 2022).

Failure to conduct a study to address teacher Preparedness challenges in primary schools may lower learners' academic performance and future prospects (Johnson & Brown, 2018). This study was selected to address the gap by assessing teachers professional development like workshops and seminars, in-service training, mentoring and coaching to effect teacher Preparedness through lesson planning, scheming and assessment record. Therefore, the study was to establish a relationship between teachers' professional development and teacher Preparedness in government-aided primary schools in Sheema Municipality.

Purpose of the Study

The main aim of the study was to establish the relationship between teacher professional development and teacher Preparedness in government-aided primary schools in Sheema Municipality.

Objective of the study

- To establish the levels of teacher professional development in government-aided primary schools in Sheema Municipality.

- To establish the level of teacher preparedness in government-aided primary schools in Sheema Municipality.

Research Question

- What are the levels of teacher professional development in government-aided primary schools in Sheema Municipality?

- What is the level of teacher preparedness in government-aided primary schools in Sheema Municipality?

Significance of the study

The study findings will help the stakeholders in MoES such as policymakers, teachers, administrators and other stakeholders in education in government-aided Sheema Municipality to know the best teacher preparedness advanced through TPD activities.

The study findings may add to the existing body of knowledge and world of academia; the levels of TPD and teacher preparedness and consequently the relationship between them in the government-aided Sheema Municipality.

Understanding how professional development affects teacher preparedness can help identify effective strategies that enhance teaching quality, leading to better student outcomes. This insight is crucial for future researchers aiming to optimize educational practices.

Literature Review

The levels of teacher professional development in government-aided primary schools

Teacher professional development plays a crucial role in enhancing the quality of education in primary schools worldwide. Government-aided primary schools, often serving underprivileged communities, require effective professional development programs to improve teaching standards. This literature review explores studies conducted in various nations to assess the levels of teacher professional development in government-aided primary schools, their methodologies, conclusions, recommendations, and identifies gaps for further research.

A study in the United States (Smith et al., 2019) employed surveys and interviews to evaluate teacher professional development programs. It concluded that sustained, content-focused, and collaborative development positively impacted pupil outcomes. Targeted professional development is essential for improving teaching quality and recommended that there should be

promotion of ongoing, content-specific training for primary school teachers. However, there is need for research on the long-term impact of such programs on pupil achievement.

A UK study (Jones & Brown, 2020) used classroom observations and teacher surveys to assess professional development. Findings indicated a need for more personalized, school-based programs. The study concluded that there is individualized, school-centered development benefits both teachers and pupils and suggested that there should be foster school-based professional learning communities. However, further investigation into the scalability and sustainability of such initiatives is warranted.

In India, a study (Gupta & Sharma, 2018) employed a mixed-method approach, combining surveys and case studies. It discovered that government-aided primary schools lacked adequate resources for effective professional development. The study concluded that resource constraints hinder teacher development efforts and recommended that there is need to allocate more funds and resources to support teacher training. Further research on the effectiveness of resource allocation in enhancing professional development is needed.

A South African study (Mkhize & Nkosi, 2017) used qualitative interviews with teachers and policymakers. It found that government-aided schools faced challenges in implementing effective professional development due to policy inconsistencies. The study concluded that policy alignment is crucial for successful teacher development and suggested streamline policies to ensure coherence in professional development efforts. However, a study on investigation into the role of policy coherence in enhancing teacher development impact is needed.

A Chinese study (Wang & Li, 2019) utilized surveys and classroom observations to evaluate professional development. It showed that mentorship programs positively influenced teacher growth. it was concluded that mentorship programs enhance teacher professional development and suggested that there is need to

promote mentorship initiatives in government-aided primary schools. Further research could examine the long-term effects of mentorship on teachers and pupils.

In Nigeria, a study (Ojo & Adekola, 2018) employed surveys and focus groups to assess professional development. It highlighted a lack of teacher motivation as a barrier. It was concluded that motivation is critical for successful professional development and recommend to develop strategies to boost teacher motivation in government-aided schools. Research on innovative motivation strategies in resource-constrained settings is warranted.

The level of teacher preparedness in government-aided primary schools

Teacher preparedness is a critical factor in the effectiveness of primary education in government-aided schools. Numerous scholars have investigated various aspects of teacher preparedness and its impact on pupil outcomes. For instance, a study conducted by Smith (2018) in the United States employed a mixed-methods approach to assess the level of teacher preparedness in government-aided primary schools. The study found that teacher preparedness significantly influenced pupil achievement, with prepared teachers leading to higher academic performance among pupils. Smith's research methodology included classroom observations, pupil assessments, and teacher interviews, providing a comprehensive view of teacher preparedness. However, while this study offered valuable insights, it primarily focused on the U.S. context, leaving a gap in the literature regarding the assessment of teacher preparedness in government-aided primary schools in other nations.

Teacher preparedness is a critical factor in the quality of education in government-aided primary schools in Nigeria. Several studies have explored this issue, shedding light on various aspects of teacher preparedness. For instance, Adekunle (2018) conducted a comprehensive study on the pedagogical skills of teachers in Nigerian primary schools and found that there is a significant gap in

their pedagogical knowledge and application. Similarly, Ogunyemi and Oloruntegbe (2019) emphasized the importance of continuous professional development for teachers to enhance their preparedness. On the other hand, Adesina and Akinsola (2017) highlighted the influence of teacher motivation on preparedness levels, emphasizing the need for adequate incentives and support systems. Despite these valuable insights, there is a noticeable gap in the literature regarding the specific challenges faced by teachers in government-aided primary schools, which often operate under resource constraints and face unique contextual factors. This study aimed to address this gap by delving deeper into the factors affecting teacher preparedness in these schools, ultimately contributing to the improvement of primary education in Nigeria.

One notable study conducted by Mokhele and Molefe (2015) explored the challenges faced by teachers in rural South African primary schools, shedding light on the unique contextual factors that may affect teacher preparedness. However, there is a need for further research to comprehensively understand the multifaceted nature of teacher preparedness in government-aided primary schools across different regions in South Africa. This gap in the literature is particularly crucial in the context of South Africa's diverse socio-economic landscape, which may present distinct challenges and opportunities for teacher development and support.

Teacher preparedness is a critical factor influencing the quality of education in government-aided primary schools in Kenya. Several studies have addressed this issue, highlighting both the strengths and weaknesses of teacher preparedness in the Kenyan context. For instance, Smith and Johnson (2018) found that while many teachers in government-aided primary schools in Kenya possess adequate subject knowledge, there is a significant gap in pedagogical skills and classroom management. Similarly, a study by Ndungu et al. (2019) emphasized the importance of continuous professional development programs to enhance teacher preparedness, especially in rural areas

where access to resources and training opportunities may be limited. However, despite these insights, there remains a notable research gap in understanding the specific challenges and opportunities faced by teachers in different regions of Kenya, as well as the impact of government policies and funding on teacher preparedness in government-aided primary schools.

In Uganda, government-aided primary schools play a pivotal role in delivering quality education to a significant portion of the population, making good teachers in these institutions a matter of paramount importance. Several studies have explored various aspects of teacher preparedness in the Ugandan context, shedding light on the challenges and opportunities within this educational landscape. Kakuru and Nakabugo (2016) underscored the significance of teacher preparedness, emphasizing its direct impact on pupils' learning outcomes. Their study revealed that teacher preparedness was a key determinant of academic achievement in government-aided primary schools. Additionally, Mabonga and Bwogi (2018) conducted a comprehensive assessment of teacher preparedness in rural Ugandan primary schools, highlighting the need for targeted training and professional development to enhance teachers' pedagogical skills. To address these gaps, future research should focus on the integration of technology in teacher training programs and delve into the socio-economic factors influencing teacher preparedness, thereby contributing to a more holistic understanding of the dynamics at play in Ugandan government-aided primary schools.

Research Methodology

Research Design

The researcher used a descriptive survey design which is an approach of descriptive research that blends the quantitative and qualitative data to provide the researcher with relevant and accurate information. The main advantage of this type of design is that it enables the researcher to assess the

situation within the study area at the time of the study.

Targeted Population

Sheema municipality has 46 government-aided primary schools which brings out 46 head teachers since they have a significant influence on the professional development opportunities available to teachers within their schools, 360 teachers to provide valuable data on the specific professional development activities they have participated in, how these activities have influenced their teaching practices and whether they perceive any improvements in their preparations as a result, 1 Senior Education Officer (SEO) since they offer insights into the broader context of teacher professional development, such as the allocation of resources, coordination with various schools, and compliance with government guidelines and 1 Municipal Inspector of Schools (MIS) since they are responsible for monitoring and evaluating the performance of government-aided primary schools within the municipality.

Sample size

Sample size is the number of items to be selected from the population to constitute a sample (Kothari, 2004). Therefore, the sample size of 228 was determined basing on Krejcie and Morgan (1970) table.

Purposive Sampling Techniques

The researcher employed purposive sampling to select the Senior Education Officer (SEO) and Municipal Inspector of Schools (MIS) for interviews.

Simple Random Sampling

The researcher employed simple random sampling to select headteachers and subject teachers from each government-aided primary school.

Interviewing Method

An interview method relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions (Savin-Baden, & Major, 2013). The researcher conducted a face-to-face interview with the Senior Education Officer (SEO), Municipal Inspector of Schools (MIS) and Headteachers during data collection.

Observation Method

The researcher used observation method to observe subject teachers' lesson plans, schemes of work and instructional materials.

Documentary Review

The researcher reviewed documents like quality lesson plan, quality schemes of work and quality instructional materials.

Data Analysis

Qualitative data from the field was edited to eliminate errors made by respondents where Coding was done to translate question responses into specific categories.

After testing the Normality of responses from objective one and two, a p-value of 000 and 0.006 was obtained that were below 0.05 hence a Spearman's rho correlation coefficient (r=0.412, p < 0.01, N=180) was used to establish a statistically significant relationship between teacher professional development and teacher preparedness in government-aided primary schools in Sheema Municipality

Presentation, Analysis and Interpretation of Findings

Document review on the level of teacher professional development

On the scale of 1 (Very Poor), 2 (Poor), 3 (Average), 4 (Good) and 5 (Very Good)

Table 4.1: Document review for subject teacher on teacher professional development

Statements		5	4	3	2	1	Mean
The teacher had certificates of participation in workshops and seminars	F	47	60	13	40	20	
	%	26.1	33.3	7.2	22.2	11.1	3.35
The teacher had notes taken during workshops and seminars	F	56	49	19	14	42	
	%	31.1	27.2	10.6	7.8	23.3	3.35
The teacher had other qualifications of service	F	65	44	18	32	21	
	%	36.1	24.4	10	17.8	11.7	3.55
The appraisal forms on mentoring and coaching were fully filled.	F	56	67	3	50	4	
	%	31.1	37.2	1.7	27.8	2.2	3.67
Average							**3.49**

The table above provided represents the results of a document review related to a subject teacher's professional development, focusing on various aspects such as participation in workshops and seminars, note-taking during these events, possession of additional qualifications, and the completion of appraisal forms on mentoring and coaching. The data was presented in terms of the frequency of responses for each statement across a scale from 1 to 5, with 1 representing "Very Poor" and 5 representing "Very Good". Additionally, the percentages of responses within each category are also provided. For easy analysis of findings, very good (5) and good (4) were combined to mean "Good", while very poor (1) and poor (2) were combined to mean "Poor".

In the evaluation of possession of certificates for workshop participation, the majority of teachers, totaling 107 (59.4%), were assessed as possessing these certificates at a level deemed "Good". However, 60 (33.3%) were rated as "Poor", signaling a notable area for potential improvement. Additionally, 13 (7.2%) fell within the "Average" rating category.

Analysis of note-taking practices during workshops revealed a more balanced distribution of responses. While a significant portion, accounting for 105 (58.3%), were deemed "Good", indicating positive practices, 56 (31.1%) were rated as "Poor", suggesting areas requiring enhancement. Furthermore, 19 (10.6%) were categorized as "Average".

In terms of possessing additional qualifications, a substantial portion of 109 (60.5%) received a rating of "Good", reflecting positively on the teacher's supplementary credentials. Conversely, 53 (30.5%) were rated as "Poor", indicating room for development, while 18 (10%) fell under the "Average" designation.

Regarding the completion of appraisal forms on mentoring and coaching, the majority of respondents, totaling 123 (68.3%), rated this aspect as "Good", suggesting satisfactory fulfillment of these tasks. However, a significant portion, 54 (30%), received a rating of "Poor", highlighting potential challenges or deficiencies in the completion of these forms. Only 3 (1.5%) responses were neutral.

In essence, while certain aspects of the teacher's professional development received positive evaluations, such as possession of additional qualifications and completion of appraisal forms, there are areas flagged for improvement, including workshop participation certificates and note-taking practices. These findings underscore a mixed perception of the teacher's professional development efforts, emphasizing both strengths and opportunities for growth.

Document review for subject teacher on teacher preparedness

On the scale of and 5 (Very Good), 4 (Good), 3 (Average), 2 (Very Poor), 1 (Poor)

Table 4.2: Document review for subject teacher on teacher preparedness

Statements	Mean	SD
The scheme of work aligns with the curriculum objectives	3.43	1.362
The sequence of topics and activities is logical and coherent	3.34	1.458
The resources and materials required for teaching are clearly listed	3.16	1.411
There is evidence of active learning strategies and pupil engagement	3.52	1.512
The scheme of work demonstrates effective planning for pupils learning.	3.13	1.339
The lesson objectives are clear and aligned with the curriculum standards	3.48	1.203
The materials and resources are well-organized and readily accessible	3.359	1.482
The lesson plan incorporates active and engaging learning activities	2.99	1.268
The lesson plan includes opportunities for pupil collaboration and discussion	3.13	1.408
The lesson plan demonstrates creativity and innovation in teaching	3.21	1.398
Review the instructional materials for a specific subject.	3.70	1.357
The instructional materials are well-organized and easy to interpret.	3.73	1.402
All instructional materials are made accurately	3.71	1.292
Instructional materials are used regularly and in a timely manner.	3.93	1.182
The instructional materials align with the stated learning objectives for the course.	3.48	1.360
Average		3.41

Source*: Field data 2024*

The data presented in Table 4.2 reflects various aspects of teacher preparedness as evaluated through document review for subject teachers. Each statement in the table represents a criterion for assessing teacher preparedness, with corresponding mean scores and standard deviations indicating the level of agreement among the reviewers.

The highest mean score of 3.93 corresponds to the statement "Instructional materials are used regularly and in a timely manner," indicating strong agreement that teachers are effectively utilizing instructional materials.

Similarly, statements such as "The instructional materials are well-organized and easy to interpret" (mean of 3.73) and "All instructional materials are made accurately" (mean of 3.71) also received high scores, reflecting well-organized and accurately prepared materials.

Conversely, the lowest mean score of 2.99 is seen for "The lesson plan incorporates active and engaging learning activities." This suggests that there is less agreement or satisfaction with how well lesson plans engage students actively. The standard deviations for these scores are relatively high, indicating variability in the responses and perhaps differences in how reviewers perceive or evaluate these criteria.

The overall average mean score is 3.41, with an average standard deviation of 1.36. This average score suggests that, on the whole, the documents reviewed demonstrate a satisfactory level of teacher preparedness, though the variability indicates that some areas require more consistent implementation.

Discussions

The levels of teacher professional development in government-aided primary schools

The findings regarding the levels of teacher professional development in government-aided primary schools align with several scholars' recommendations from the literature review. For instance, Smith et al. (2019) emphasized the importance of sustained, content-focused professional development, which correlates with the findings that teachers possess certificates of participation in workshops and seminars. This suggests that teachers are actively engaging in professional development opportunities, aligning

with the scholars' recommendation for ongoing training.

Similarly, the presence of notes taken during workshops and seminars reflects a commitment to personalized learning and individualized development, echoing the suggestions of Jones & Brown (2020) for more personalized, school-based programs. This finding supports the idea that individualized professional development benefits both teachers and learners, as advocated by the scholars. Additionally, the fully filled appraisal forms on mentoring and coaching indicate a proactive approach to professional growth, which resonates with the recommendation to promote mentorship initiatives in government-aided primary schools (Wang & Li, 2019).

However, there are also areas of disagreement between the findings and the literature. Gupta & Sharma (2018) highlighted resource constraints hindering teacher development efforts in government-aided primary schools, whereas the presence of other qualifications of service suggests that teachers may have access to alternative forms of professional development beyond workshops and seminars. This implies that while financial resources may pose challenges, teachers are finding ways to enhance their skills through diverse means, possibly indicating resilience and creativity in their professional growth strategies.

Moreover, the literature emphasized the need to address teacher motivation as a critical factor in successful professional development (Ojo & Adekola, 2018). Yet, the findings do not explicitly mention motivation, leaving a gap in understanding how teacher motivation influences their engagement with professional development activities. This suggests that while the findings provide insight into the tangible aspects of professional development, there may be underlying motivational factors that require further investigation to fully understand their impact on teacher development in government-aided primary schools.

The level of teacher Preparedness in government-aided primary schools

The findings regarding the levels of teacher Preparedness in government-aided primary schools show an agreement with the literature review's emphasis on the importance of effective planning and alignment with curriculum objectives. Scholars such as Adekunle (2018) and Ogunyemi and Oloruntegbe (2019) have highlighted the significance of pedagogical skills and continuous professional development in ensuring that teachers effectively plan their lessons and align them with curriculum standards. Similarly, the findings indicate that teachers demonstrate effective planning for pupil learning, including clear lesson objectives aligned with curriculum standards and well-organized materials, thereby supporting the literature's emphasis on the importance of such practices in enhancing teacher Preparedness.

There is a notable agreement between the literature review and the findings regarding the inclusion of active learning strategies and pupil engagement in lesson plans. Scholars like Smith and Johnson (2018) have stressed the importance of pedagogical skills and classroom management, which are reflected in the findings showing evidence of active learning strategies and pupil engagement in government-aided primary schools. This alignment highlights the significance of creating dynamic and engaging learning environments to enhance teacher Preparedness and ultimately improve pupil outcomes.

In terms of assessment practices, there is both agreement and disagreement between the literature review and the findings. While the literature emphasizes the importance of well-organized assessment records aligned with learning objectives (Kakuru & Nakabugo, 2016), the findings only partially support this. The findings indicate that assessment records are well-organized and accurately documented, suggesting agreement with the literature. However, there is no explicit mention of alignment with learning objectives in the findings, indicating a potential

gap between recommended practices and actual implementation in government-aided primary schools.

Regarding the integration of technology in teacher training programs, there is some disagreement between the literature review and the findings. While scholars like Mabonga and Bwogi (2018) advocate for the integration of technology to enhance teacher Preparedness, this aspect is not explicitly addressed in the findings. This discrepancy suggests a potential gap between the recommendations of scholars and the current practices in government-aided primary schools, indicating a need for further research and potentially, the adoption of innovative approaches to teacher training and professional development.

Conclusion

The analysis of teachers' engagement in professional development activities revealed a generally moderate level of participation across various indicators, with some variability in individual practices. Teachers showed a relatively higher adherence to completing appraisal forms on mentoring and coaching while other areas, such as note-taking during workshops, exhibit greater inconsistency. The average mean score of 3.49, accompanied by an average standard deviation of 1.40, underscored that although teachers are involved in professional development to a moderate extent, there was considerable variability in their participation and documentation practices. This variability suggested that while some teachers are actively engaged, others may have less consistent involvement or opportunities.

The assessment of teacher preparedness based on the reviewed criteria revealed that teachers were generally effective in utilizing instructional materials for their regular use, organization, and accuracy. However, there was notable variability in the responses, particularly regarding the incorporation of engaging learning activities in lesson plans, which received the lowest mean score. The overall average mean score was 3.41 which reflected a high level of preparedness, but the significant standard deviations highlighted

areas where consistent and effective implementation was needed to ensure uniformly high level of teacher preparedness.

Recommendations

Government-aided primary schools should offer a variety of professional development opportunities throughout the academic year, including workshops, seminars, conferences, and online courses in Sheema Municipality.

Establish mentorship programs pairing experienced teachers with novices to facilitate knowledge transfer and skill development. This approach can enhance the effectiveness of professional development initiatives by leveraging the expertise within the teaching community.

Ensure that government-aided primary schools have sufficient resources, including funding, materials, and technology, to support teacher professional development activities.

Provide opportunities for self-assessment, peer feedback, and goal setting to help teachers identify areas for growth and continuously improve their teaching practices. Emphasize the importance of lifelong learning and professional growth to create a culture of continuous improvement within government-aided primary schools.

Government-Aided Primary Schools should review and update pre-service teacher education curricula to ensure they align with current educational standards and practices.

Provide comprehensive training in pedagogy, subject content knowledge, and classroom management techniques to equip teachers with the necessary preparations from the outset of their careers.

Identify specific areas of preparedness where teachers may require additional support or training, such as technology integration, differentiated instruction, or inclusive teaching practices.

Design professional development programs to address these areas, providing hands-on training,

resources, and ongoing support to build teacher capacity effectively.

Provide incentives and recognition for teachers who engage in ongoing learning activities, such as attending workshops, pursuing advanced degrees, or participating in professional learning communities.

Create a supportive and collaborative school environment where teachers feel valued, respected, and empowered to excel in their roles.

Establish structures for regular feedback and evaluation, allowing teachers to receive constructive feedback on their performance and access opportunities for growth and development.

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